PREREQUISITE
None

COURSE DESCRIPTION
Through the utilization of scholarly interpretations, students examine a variety of topics, including the role of sport in early American culture, nature and pattern of sport during the Jazz Age, the interrelationship between exercise and health in nineteenth and twentieth century America, and the globalization of sport in the post-1945 period. Particular attention is devoted to the role of various ethnic and racial groups in American sport and the development of the sport and recreation industry.

COURSE OBJECTIVES
Students will be able to:

1. Describe how the recreation and sport industry developed as it moved from a pre-industrial to a post-industrial culture.
2. Demonstrate the interrelationship between sport and the health and recreation industry in contemporary American society.
3. Identify the major trends in society and how they influenced the recreation and sport industry.
4. Describe the role played by various ethnic and racial groups in the sport and recreation industry.

PROFESSIONAL STANDARDS
Upon completion of this course, students will meet the following professional accreditation standards:

Council on Accreditation of Parks, Recreation, and Tourism Related Professions
7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.
REQUIRED TEXTS


COURSE PERFORMANCE EVALUATION

Requirements
70 points
Exam #1
Exam #2
Exam #3
Presentation
35 points
Quizzes
35 points
Book Reviews
70 points
Total Points: 350 points

Grading Scale

- A = 315-350
- B = 280-314
- C = 245-279
- D = 210-244
- F = 0-209

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

Course Expectations:

- **Readings:** Students are expected to read the assigned material prior to the beginning of the class to which it is assigned. This is crucial for meaningful and informed discussions and essential for preparing for lectures. Please bring assigned readings to class.
- **Discussions:** Students are expected to actively participate in class discussions. This requires that students come prepared to discuss the readings and issues or questions they raise should be presented in a respectful and intellectual manner.
- **Presentation:** Students are divided into groups and asked to make a presentation on an important individual from the world of recreation and sport. They will be evaluated on content, historical accuracy, and the ability to create dialogue and discussion among the rest of the students in the class.

<table>
<thead>
<tr>
<th>SRST 200 Presentation Rubric</th>
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<tbody>
<tr>
<td>1- Not Competent</td>
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<tr>
<td>Overall Content</td>
</tr>
<tr>
<td>Historical Accuracy</td>
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<tr>
<td>Dialogue and Generated Discussion</td>
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<td>Quality of Secondary and</td>
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### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
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<tbody>
<tr>
<td>Monday, August 28</td>
<td>Syllabus, requirements, and overview</td>
<td></td>
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<tr>
<td>Monday, September 11</td>
<td>Ancient Greek Athletics: The Foundation of Organized Sports</td>
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<tr>
<td>Monday, September 18</td>
<td>From Roman Spectacles to the Beginnings of American Sport</td>
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<tr>
<td>Monday, September 25</td>
<td>The Emergence of Organized Sports, 1607-1860 and Sports and the Emergence of Modern America, 1865-1920</td>
<td>Davies, pp. 7-30 and pp. 53-72.</td>
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<tr>
<td>Monday, October 2</td>
<td>The Emergence of King Football and The National Pastime: Baseball, 1890-1930</td>
<td>Davies, pp. 74-93 and 95-118.</td>
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</table>
| Tuesday, October 10   | Playing Nice: Women and Sports, 1860-1945 and Sports in the Age of Ballyhoo, Depression, and War, 1920-1945 | Davies, pp. 120-137 and 139-161.  
Book Review Due: *The Boys in the Boat: Nine Americans and Their Quest for Gold at the 1936 Berlin Olympics* |
<p>| Monday, October 16    | Exam #1                                                               |                  |
| Monday, November 13   | Exam #2                                                               |                  |
| Monday, November 20   | The Persistent Dilemma of Race                                       | Davies, pp. 331-362. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Monday, December 4</td>
<td>The Democratization of Sports Davies, 421-448.</td>
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Note: Faculty reserves the right to alter the schedule as necessary.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

**GMU Policies and Resources for Students**

**Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see [http://oai.gmu.edu/the-mason-honor-code/](http://oai.gmu.edu/the-mason-honor-code/)).

- Students must follow the university policy for Responsible Use of Computing (see [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see [http://ods.gmu.edu/](http://ods.gmu.edu/)).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

**Campus Resources**

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or [https://cehd.gmu.edu/aero/tk20](https://cehd.gmu.edu/aero/tk20). Questions or concerns
regarding use of Blackboard should be directed to
http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human
Development, please visit our website https://cehd.gmu.edu/students/.

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